Grade 4: Unit 6

Big Idea: Exploration leads people to discovery.

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|  | **Lesson 26**  How does exploring nature build story events? | **Lesson 27**  What are the most important ideas about amphibians? | **Lesson 28**  How do facts about museums help people shape opinions? | **Lesson 29**  What lessons can people learn by working for a cause? | | **Lesson 30**  How does exploring nature help people form conclusions? |
| **Main Selection & Genre** | *The Girl Who Loved Spiders*  Realistic Fiction | *Amphibian Alert!*  Expository Nonfiction | *Museums: Worlds of Wonder*  Expository Nonfiction | *Save Timber Woods!*  Play | | *Mystery at Reed’s Pond*  Mystery |
| **Reading**  **Standards** | Literature 1, 3 and 5 | Information 2 and 8 | Information 2 and 8 | Literature 1, 3 and 5 | | Literature 1, 3 and 5 |
| **Writing Standards** | *Functional Writing and Poetry (Being a Writer)*  Writing 5: Planning, Revising and Editing  Writing 8: Gather Relevant Information  Writing 10: Write for Extended Time | | | | | |
| **Language**  **Standards** | Making Comparisons  Greek and Latin Roots | More Comparisons  Analogies | Possessive Pronouns  Prefixes con-, com-, in-, im- | Correct Pronouns | Pronoun Contractions  Suffixes -er, -or, -ist | |
| **Foundational Standards** | Word Study: Final Schwa + /r/ Sound  Fluency: Expression | Word Study: Final Schwa + /l/ Sound  Fluency: Phrasing | Word Study: Three Syllable Words  Fluency: Rate | Word Study: Words with Silent Consonants  Fluency: Phrasing | Word Study: Unusual Spellings  Fluency: Accuracy | |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* | | | | | |
| **Science** | Environments | | | | | |
| **Health** | Tobacco, Alcohol & Other Drugs | | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 26, 29 and 30** | **Reading Informational Standards**  **Journeys Lesson 27 and 28** |
| **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 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.** |
| **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 events in a story of 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.** *\*\*integrate with writing\*\**   * **I can identify structural elements of poems, dramas, and prose (stories).** * **I can explain differences in the structures of poems, dramas, and prose (stories).** | **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**  ***Functional Writing and Poetry***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 26-30** |
| 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 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can identify and use the correct pronouns when writing. (Lesson 28, 29 and 30) |
| Writing 8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.   * I can recall personal experiences and connect this information to a specific topic. * I can gather information from print and digital sources and connect it to a specific topic. * I can take notes and categorize the information I gather. * I can provide a list of sources for the information I find. | 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 recognize and use common Greek and Latin roots to help me determine the meaning of an unknown word. (Lesson 26) * I can use the common prefixes con-, com-, in-and im- to determine the meaning of unknown words. (Lesson 28) * I can use the common suffixes -er, -or and -ist - to determine the meaning of unknown words. (Lesson 30) |
| Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   * I can write for extended time frames that include researching, reflecting, or revising a piece of my own writing. * I can write for short time frame (a single session or a day or two) to complete original writing for a variety of tasks, purposes, and audiences. | Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * I can compare words using analogies and understand when words have similar meanings and when words are opposites. (Lesson 27) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 26-30** | **Foundational Standards - Fluency**  **Journeys Lessons 26-30** |
| Foundational 3:   * I can read and write words with the final schwa + /r/ sound correctly. (Lesson 26) * I can read and write words with the final schwa + /l/ sound correctly. (Lesson 27) * I can read and write three syllable words correctly. (Lesson 28) * I can read and write words that have silent consonants correctly. (Lesson 29) * I can read and write words with unusual spellings correctly. (Lesson 30) | Foundational 4:   * I can use expression to convey the narrator and character’s personality and feelings in a natural-sounding way. (Lesson 26) * I can use punctuation clue and phrases to help me know when and how long to pause while reading aloud. (Lessons 27 and 29) * I can read at a “just right” pace depending on what I am reading. (Lesson 28) * I can self-correct when I skip or misread words when I’m reading aloud. (Lesson 30) |

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| **Speaking & Listening Standards**  **Journeys Lessons 26-30** |
| *See Overarching Standards for Speaking and Listening 1* |