Fourth Grade Literacy Planning Map	*Suggested Instructional Timeline: Quarter 1
Unit 1	9/6/2016- 10/7/2016 (5 weeks) 10/11/2016- 11/3/2016 (4 weeks)

Fourth Grade Literacy Quarter 1 – Unit 1				
Common Core Standards	**Unpacking:** What do these standards mean a child will know and be able to do?			
	KNOW **(Factual)**	**UNDERSTAND** **(Conceptual)**	**DO** **(Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 1** **9-6-16 to 9-9-16** **Skill Coverage-1,2,3,4,5**	• Text references • Explicit information • Inference • Prediction • Generalizations • Background knowledge • Literary elements (e.g., character, setting, events) • Details and examples • Author's decisions	• Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use examples and details from the text to support their inferences. • Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.	With prompting and support… • Make, test and revise predictions as they read • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about literary elements	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to help answer questions students might have while reading** 3. **Use details/examples from the text when explaining what the text says** 4. **Make implied**

		• Good readers make meaning using the details and examples in a text.	and author's decisions in a text • Refer to details and examples from the text when drawing inferences	**inferences about literary elements and author's decisions in a text** **5. Refer to details and examples from text when drawing inferences**

NETWORK 12
moving students forward

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Week 2** **9-12-16 to 9-16-16** **Skill Coverage-1,2,3,4**	• Literary texts • How to summarize • Central idea(s) • Theme • Difference between central ideas and details in a story • Characteristics of an effective summary for literary texts	• Authors of literary texts include details that help readers determine the theme or central idea(s). • Good readers create effective summaries that capture the central idea(s) or theme of the text.	With prompting and support… • Determine the central idea(s) of literary text(s) • Determine the theme of literary text(s) • Identify the difference between central ideas and details in a story • Identify the characteristics of an effective summary for literary texts • Determine a theme of a story, drama, or poem from details in the text; summarize the text	**Skills Coverage** 1. **Determine the central idea, theme of a story, drama, or poem from details in a text.** 2. **Identify the difference between central ideas and details in a story** 3. **Identify characteristics of an effective summary in a literal text** 4. **Summarize a text**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:

RL.4.3 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).
 	
Week 3
9-19-16 to 9-23-16
Skill Coverage-1,2,3,4
	• Literary texts
	• Key ideas
	• Important/supporting key details
	• Story Elements
	  o Plot (e.g., events, climax/turning point, resolution,)
	  o Conflict (man vs. man, man vs. self, man vs. nature, etc.)
	  o Characters and character roles (hero/villain, major/ minor, protagonist/ antagonist)
	  o Setting (e.g., time, place)
	• Drama Elements
	  o Scenes
	  o Dialogue
	  o Stage directions
	• Character traits, actions, feelings, words
		• Authors use specific details in a story or drama to describe characters, settings, or events.
		
		• Good readers use specific details from a literary text to support their thinking about characters, settings or events.
			With prompting and support…
			
			• Identify important, specific details that support key ideas
			• Identify and describe the plot events in a story or drama
			• Describe the setting of a story or drama
			• Describe or graphically represent characters (traits, thoughts, words, feelings and actions)
			• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text
				Skills Coverage
				1. **Identify important and specific details that support key ideas**
				2. **Identify and describe the plot in a story or drama**
				3. **Describe the setting or event of a story or drama in depth by drawing on specific details in a text**
				4. **Describe or represent a character's traits, thoughts, words, feelings, and actions from a text**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **Week 4** **9-26-16 to 9-30-16** **Skill Coverage-1,2,3,4,5,6**	• Literary text • Word choice • Context clues • Literal/ Denotative meaning • Connotative meaning • Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) • Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Mood	• Authors make purposeful language choices to enhance the meaning of literary text(s). • Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).	With prompting and support… • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices enhance meaning • Determine the meaning of words and phrases as they are used in a text, including those that allude	**Skills Coverage** 1. **Identify context clues in a text by reading and rereading other sentences, paragraphs, and non-linguistic images** 2. **Unlock meaning of unknown words/phrases by using context clues** 3. **Determine the appropriate definition of words with more than one meaning** 4. **Differentiate between literal and non-literal meaning** 5. **Identify, interpret, and describe how figurative language and literary devices and other language choices enhance meaning** 6. **Determine the meaning of words and phrases as they are**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
			to significant characters found in mythology	**used in a text, including significant characters found in mythology**
RL.4.5 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, dialogue, stage directions) when writing or speaking about a text. **Week 5** **10-3-16 to 10-7-16** **Skill coverage-1,2,3,4,5,6**	• Literary text • How to explain • Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) • Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Structural elements of prose (e.g. sentence, paragraph, chapter) • Relationships between parts of text and whole text	• Authors' choices of text structures vary according to genre. • Good readers understand the structure of a text and use this information to make sense of what they read. • Good readers understand that the structure of a literary text varies by genre.	With prompting and support… • Identify genre • Identify text structures • Describe the text structure of prose • Describe the structural elements of poems • Describe the structural elements of drama • Make predictions about text based on text structures • Explain major differences between poems, drama, and prose referring to their structural elements	**Skills Coverage** 1. **Identify different genres** 2. **Identify elements of text structures** 3. **Describe the text structures of a prose** 4. **Describe and identify the structural elements of poems and dramas** 5. **Predict a text based on text structures** 6. **Explain and identify the differences between poems, drama, and prose based on their structural elements**

Fourth Grade Writing Quarter 1 – Unit 1				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the
	• Narrative writing
	• Topic
	• Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)
	• Characters
	• Characters responses to situations
	• Narrator
	• Dialogue
	• Elaboration
	• Awareness of audience
	• Description
	• Reaction/response (e.g., Why was the event important? How did the event make you feel?)
	• Organizational pattern(s) (e.g., chronological,
		• Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.
		
		• Good authors use model/example texts to guide them as they compose their own narrative pieces.
		
		• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.
		
		• Good authors use sensory images to describe feelings, events, and/or characters.
			With prompting and support…
			
			• Select/identify real or imagined experiences or event(s) to tell about
			• Select/identify details about an event(s) and people
			  • differentiating between relevant and irrelevant details
			  • addressing the needs of the audience
			  • selecting an organizational pattern appropriate for the topic and purpose
			• Select an appropriate writing form
			• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and
				• Writing skills should be integrated with reading skills.
				
				• All writing activities should be modeled by the teacher.
				
				• Write a clear, simple focus including details that elaborate but stay on topic.
				
				• Write a story with a "beginning", "middle" and "end".
				
				• Write using temporal or time-cue words, such as now and later, to show sequence of events.
				
				• Write narratives with an introduction and a

sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	reflective, flashback) • Relevant, concrete details/examples • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases • Sequence of events • Closure/ending/conclusion • Forms (e.g., short stories, journals, poems, personal essays)		clear event sequences by • orienting the reader by establishing a situation and introducing a narrator and/or characters; • organizing an event • sequence that unfolds naturally • using dialogue and description to develop experiences and events or show the response of characters to situations • using a variety of transitional words and phrases to manage the sequence of events • using concrete words and phrases and sensory details to convey experiences and events precisely • providing a conclusion that follows from the narrated experiences or events.	conclusion (closing).

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **Week 6** **10-11-16 to 10-14-16** **Skill Coverage-1,2,3** **Week 7** **10-17-16 to 10-21-16** **Skill Coverage-4,5,6**	• Literary text(s) • Compare • Contrast • Point of View (first-person, third-person) • Author's view point • Narrator/Narration • Speaker • Audience • Differences between first-person and third-person narrations • Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text	• An author's purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected. • Good readers recognize that there are some similarities and differences between first and third person point of view.	With prompting and support… • Identify the author's purpose for writing a text • Identify the point of view of a text • Describe how point of view affects a literary text • Differentiate between first-person and third-person narration • Identify the strengths and weaknesses of using first-person and third-person point of view. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	**Skill Coverage** 1. **Identify the author's purpose for writing a text** 2. **Identify the point of view of a text** 3. **Describe how a point of view affects a literary text** 4. **Understand the differences between first and third-person narration** 5. **Identify and describe the strengths/ weaknesses of using first and third-person point of view** 6. **Compare/contrast the point of view of different stories narrated including the difference between first and third-person narrations**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.7 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. **Week 8** **10-24-16 to 10-28-16** **Skill Coverage-1,2,3**	• How to make connections • Compare • Contrast • Illustrations (e.g., pictures, photos, drawings) • Narrative elements (e.g., character, setting, plot/events, mood) • Versions of text (e.g., written, visual, oral, print, digital)	• Authors/directors make choices which can result in multiple interpretations of the same text. • Good readers make connections between the written and visual or oral presentations of a literary text to enhance their understanding.	With prompting and support… • Recognize the unique tools used in visual and oral versions of a text • Compare and contrast the written version of text to the visual or oral presentation of the same text • 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	**Skill Coverage** 1. **Recognize tools used in visual and oral versions of a text** 2. **Compare/contrast a written version of a text to the visual or oral presentation of the same text** 3. **Make connections between the text of a story/drama and a visual/oral presentation of the text identifying how the version reflects specific descriptions and directions in the text**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.9 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. **Week 9** **10-31-16 to 11-3-16** **Skill Coverage-1,2,3,4,5**	• Compare/Contrast • Theme(s) • Topic(s) • Culture(s) • Characteristics of various genres (e.g., multicultural literature, stories, and myths) • Author's choices (e.g., audience, word choice, text structure, mood) • Author's intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) • Author's perspective/view point • Text-to-text, text-to-world connections • Pattern of events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) •	• Authors' approaches to themes and topics are influenced by their perspectives and their intentions. • Good readers compare and contrast various texts to deepen their understanding of themes and topics.	With prompting and support… • Identify the characteristics of various genres • Identify the theme of a text • Distinguish between a topic and theme • Identify and explain author's intention/purpose • Identify and explain author's perspective/view point • Identify, cite, and explain textual evidence (examples of author's choices) which reveal the author's intentions/purposes • Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	**Skill Coverage** 1. **Identify the characteristics of various genres** 2. **Identify the theme of a text and distinguish between a topic and a theme** 3. **Identify and explain the author's intention/purpose and perspective/viewpoint** 4. **Identify, cite, and explain textual evidence which reveals the author's intentions/purpose** 5. **Compare/contrast the treatment of similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures**

Fourth Grade Writing Quarter 1 – Unit 1				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey
	• Narrative writing
	• Topic
	• Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)
	• Characters
	• Characters responses to situations
	• Narrator
	• Dialogue
	• Elaboration
	• Awareness of audience
	• Description
	• Reaction/response (e.g., Why was the event important? How did the event make you feel?)
	• Organizational pattern(s) (e.g., chronological, reflective, flashback)
	• Relevant, concrete details/examples
	• Difference between relevant
		• Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.
		
		• Good authors use model/example texts to guide them as they compose their own narrative pieces.
		
		• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.
		
		• Good authors use sensory images to
			With prompting and support…
			
			• Select/identify real or imagined experiences or event(s) to tell about
			• Select/identify details about an event(s) and people
			  • differentiating between relevant and irrelevant details
			  • addressing the needs of the audience
			  • selecting an organizational pattern appropriate for the topic and purpose
			• Select an appropriate writing form
			• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by
			  • orienting the reader by establishing a situation
				• Writing skills should be integrated with reading skills.
				
				• All writing activities should be modeled by the teacher.
				
				• Write a clear, simple focus including details that elaborate but stay on topic.
				
				• Write a story with a "beginning", "middle" and "end".
				
				• Write using temporal or time-cue words, such as now and later, to show sequence of events.
				
				• Write narratives with an introduction and a conclusion (closing).

experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases • Sequence of events • Closure/ending/conclusion • Forms (e.g., short stories, journals, poems, personal essays)	describe feelings, events, and/or characters.	and introducing a narrator and/or characters; • organizing an event sequence that unfolds naturally • using dialogue and description to develop experiences and events or show the response of characters to situations • using a variety of transitional words and phrases to manage the sequence of events • using concrete words and phrases and sensory details to convey experiences and events precisely • providing a conclusion that follows from the narrated experiences or events.	

Fourth Grade Literacy Planning Map				*Suggested Instructional Timeline: Quarter 2
Unit 2	11/7/2016- 12/9/2016 (5 weeks) 12/12/2016- 2/2/2017 (5 weeks)			
Fourth Grade Literacy Quarter 2- Unit 2				
Common Core Standards	**Unpacking:** What do these standards mean a child will know and be able to do?			
.	**KNOW** **(Factual)**	**UNDERSTAND** **(Conceptual)**	**DO** **(Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 1** **11-7-16 to 11-10-16** **Skill Coverage-1,2,3,4,5**	- Inference - Prediction - Details and examples - Generalizations - Background knowledge - Explicitly stated information from the text - Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)	- Authors include key details in informational texts which can help a reader ask and answer questions. - Good readers use examples and details from the text to support their inferences. - Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about	With prompting and support… - Make, test and revise predictions as they read - Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they read - Refer to details and examples from the text when explaining what the text says - Make implied inferences about author's decisions and the content of a text - Refer to details and examples from the text when drawing inferences	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to help answer questions students might have while reading** 3. **Use details/ examples from the text when explaining what the text says** 4. **Make implied inferences about an**

		what they read. • Good readers make meaning using the details and examples in a text.		<mark>**author's decisions in a text**</mark> 5. <mark>**Refer to details and examples from text when drawing inferences**</mark>

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **Week 2** **11-14-16 to 11-18-16** **Skill Coverage-1,2,3**	• Informational text (both literary nonfiction and expository/technical texts) • Main idea • Key details • Characteristics of explanation (e.g., what and why) • Difference between main ideas and key details in a text • Informational text features and/or structure(s) which help suggest main idea • Characteristics of an effective summary for informational text • How to summarize	• Authors of informational text(s) include key details in order to help readers make meaning of the text. • Good readers use key details in an informational text to identify the main topic. • Good readers develop effective summaries that capture the main ideas of informational text(s).	With prompting and support… • Determine the main idea of an informational text • Recognize how ideas are organized in an informational text • Describe or graphically represent the relationship between main idea and details • Explain how the main idea is supported by key details • Summarize the main idea in an informational text, including the most important parts of the piece • Determine the main idea of a text and explain how it is supported by key details; summarize the text	**Skill Coverage** 1. **Determine and summarize the main idea of an informational text and explain how it is supported by key details** 2. **Recognize how ideas are organized in an informational text** 3. **Describe the relationship between a main idea and details**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.3 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. **Week 3** **11-21-16 to 11-22-16** **Skill Coverage-1,2** **Week 4** **11-28-16 to 12-2-16** **Skill Coverage-3,4,5,6**	• Informational text (both literary nonfiction and expository/technical texts) • How to explain (e.g., what and why) • Key ideas/concepts, events, steps in informational texts. • Specific details that explain key ideas, events, steps • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps). • Connections and relationships (e.g., one	• Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur. • Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.	With prompting and support... • Identify the events, key ideas/concepts, steps in informational texts • Distinguish between key ideas and explanatory details • Identify and describe how informational and technical texts are structured • Identify words/phrases that signal explanations • Explain how ideas, events, steps are connected • Use specific information to explain what and why key events, ideas, procedures, events happened	**Skill Coverage** 1. **Identify key ideas, concepts and steps in an informational text** 2. **Know the difference between key ideas and explanatory details** 3. **Identify and describe how informational and technical texts are structured** 4. **Identify words/phrases that signal explanations** 5. **Explain how ideas are connected** 6. **Use information to explain what and why key events, ideas, procedures, and events happened**

	piece of text "explains" another or stands in "contrast" to another or "comes before" another) • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts.			

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **Week 5 12-5-16 to 12-9-16 Skill Coverage-1,2,3,4,5,6**	• Informational text • Word choice • Context clues • Literal/ Denotative meaning • Connotative meaning • Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration)	• Authors make purposeful language choices to enhance the meaning of informational text(s). • Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).	With prompting and support... • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Describe how figurative language and other language choices enhance meaning • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	**Skill Coverage** 1. **Identify context clues in a text by reading and rereading other sentences, paragraphs, and non-linguistic images** 2. **Unlock meaning of unknown words/phrases by using context clues** 3. **Determine the appropriate definition of words with more than one meaning** 4. **Differentiate between literal and non-literal meaning** 5. **Identify, interpret and describe how figurative language and other language choices enhance**

				meaning
				6. **Determine meaning of general academic and domain-specific words/phrases in a text relevant to a grade 4 topic or subject area**

	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
Fourth Grade Writing Quarter 2 – Unit 2				

W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 c. Link ideas within categories of
	• Informative/explanatory writing
	 • Topic
	 • Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)
	 • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)
	 • Formatting devices (e.g., headings, paragraphs)
	 • Illustrations
	 • Multimedia
	 • Domain-specific vocabulary
	 • Style (e.g., formal, informal, specific to audience)
	 • Primary sources
		• Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.
		
		 • Good authors use informative/explanatory writing to communicate information related to real-world tasks.
		
		 • Good authors use model/example texts to guide them as they compose informative/expository texts.
		
		 • Good readers and writers write to make meaning of what they read.
			With prompting and support…
			
			 • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
			 • Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples
			    • differentiating between relevant and irrelevant information
			    • addressing the needs of the audience
			    • generating new ideas and/or perspectives
			    • avoiding plagiarism
			    • selecting an organizational pattern appropriate for the topic and purpose
			 • Select an appropriate writing
				• Writing skills should be integrated with reading skills.
				
				 • All writing activities should be modeled by the teacher.
				
				 ==The following writing standards should be integrated within writing standard W.4.2==
				
				 ==W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.==
				
				 ==W.4.5 With guidance and support from peers and adults, develop and==

information using words and phrases (e.g., another, for example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
			form
			• Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by
			  • engaging the reader with an introduction/hook that presents the topic
			  • introducing the topic clearly
			  • grouping related information in paragraphs and sections
			  • addressing the needs of the audience
			  • developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic
			  • linking ideas within categories and information using words, phrases, and clauses
			  • using formatting devices to aid comprehension when appropriate
			  • using precise language and domain-specific vocabulary to inform about or explain the topic
			  • providing a concluding
				==strengthen writing as needed by planning, revising and editing.==

			statement or section that follows from the information or explanation presented	

Fourth Grade Literacy Quarter 2- Unit 2

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.5 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. **Week 6** **12-12-16 to 12-16-16** **Skill Coverage-1,2,3**	• Informational text (both literary nonfiction and expository/technical texts) • How to describe text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)	• Authors of informational text use various structures to share information. • Good readers use text features to locate relevant information.	With prompting and support… • Describe the overall structure of events in an informational text or part of a text • Describe the overall structure of ideas in an informational text or part of a text • Describe the overall structure of concepts in an informational text or part of a text • Describe the overall structure of information in an informational text or part of a text • Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text	**Skill Coverage** 1. **Describe the overall structure of events, ideas and concepts of an informational text or part of a text** 2. **Describe the overall structure of information in an informational text or part of a text** 3. **Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **Week 7** **12-19-16 to 12-23-16** **Skill Coverage-1,2,3** **Week 8** **1-9-17 to 1-13-17** **Skill Coverage-4,5**	• Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Firsthand account (primary) of an event or topic • Secondhand (secondary) account of an event or topic • Author's viewpoint/focus/attitude • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text	• An author's focus/viewpoint affects the choices he/she makes (e.g., style, word choice, content) in shaping a text. • Good readers look at first and secondhand account of the same event or topic to obtain different information. • Good readers recognize that the same event can be interpreted differently when told from different perspectives/ viewpoints.	With prompting and support… • Identify the author's purpose for writing a text • Identify a firsthand account • Identify a secondhand account • Explain how a firsthand and secondhand account are different • Compare and contrast a firsthand and secondhand account of an event or topic • Describe differences in focus and information provided by firsthand and secondhand accounts of an event or topic • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided	**Skill Coverage** 1. **Identify the author's purpose for writing a text** 2. **Identify a firsthand and secondhand accounts** 3. **Distinguish the difference between a first and secondhand account** 4. **Compare/contrast a first and secondhand account of an event or topic** 5. **Describe the differences in focus and information provided by firsthand and secondhand accounts of an event or topic**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.7 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. **Week 9** **1-17-17 to 1-20-17** **Skill Coverage-1,2,3**	• Characteristics of interpretation • Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) • Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background) • Media formats (e.g., visual, oral, quantitative)	• Authors choose details and illustrations to include in an informational text in order to convey meaning. • Good readers use the details and illustrations available in an informational text to make meaning of the text(s).	With prompting and support… • Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) • Integrate information from graphics/images/ illustrations with words from the text to make meaning • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) • Interpret how information presented visually, orally or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background) • Explain how the information contributes to an understanding of the text in	**Skill Coverage** 1. **Explain and identify how information presented in specific images (e.g. pictures, charts, graphs) contributes to the understanding of the text** 2. **Integrate information from graphics/images/ illustrations with words from the text to make meaning** 3. **Interpret how information presented visually, orally, or quantitatively (e.g. in charts, diagrams, time lines, clarifies and provides background) connects to a text**

			which it appears	

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. **Week 10** **1-23-17 to 1-27-17** **Skill Coverage-1,2** **Week 11** **1-30-17 to 2-2-17** **Skill Coverage-3,4**	• Informational text (both literary nonfiction and expository/technical texts) • How to explain • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Reasons/examples/evidence • Persuasive techniques (e.g., emotional words, repetition, name calling)	• Authors provide reasons/examples/evidence in informational text to support their points and ideas. • Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an informational text.	With prompting and supporting… • Identify the author's key ideas /points • Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author's key ideas/points • Differentiate between relevant and irrelevant reasons/examples/evidence/details • Identify the relevant reasons/ examples/evidence an author gives to support points in a text • Explain how an author uses reasons and evidence to support particular points in a text	**Skill Coverage** 1. **Identify the author's key ideas** 2. **Identify examples /reasons/ evidence and details that support the author's key ideas/points** 3. **Differentiate between relevant/irrelevant reasons, examples, evidence and details** 4. **Identify and explain the relevant reasons and evidence an author gives to support points in a text**

Fourth Grade Writing Quarter 2- Unit 2				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using
	• Informative/explanatory writing
	• Topic
	• Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)
	• Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)
	• Formatting devices (e.g., headings, paragraphs)
	• Illustrations
	• Multimedia
	• Domain-specific vocabulary
	• Style (e.g., formal, informal, specific to audience)
	• Primary sources
		• Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.
		
		• Good authors use informative/ explanatory writing to communicate information related to real-world tasks.
		
		• Good authors use model/example texts to guide them as they compose informative/expository texts.
		
		• Good readers and writers write to make meaning of what they read.
			With prompting and support…
			
			• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
			• Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples
			  • differentiating between relevant and irrelevant information
			  • addressing the needs of the audience
			  • generating new ideas and/or perspectives
			  • avoiding plagiarism
			  • selecting an organizational pattern appropriate for the topic and purpose
				• Writing skills should be integrated with reading skills.
				
				• All writing activities should be modeled by the teacher.
				
				The following writing standards should be integrated within writing standard W.4.2
				
				W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.
				
				W.4.5 With guidance and support from peers and adults, develop and strengthen writing as

words and phrases (e.g., another, for example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
			• Select an appropriate writing form
			• Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by
			   • engaging the reader with an introduction/hook that presents the topic
			   • introducing the topic clearly
			   • grouping related information in paragraphs and sections
			   • addressing the needs of the audience
			   • developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic
			   • linking ideas within categories and information using words, phrases, and clauses
			   • using formatting devices to aid comprehension when appropriate
			   • using precise language and domain-specific vocabulary to inform
				==**needed by planning, revising and editing.**==

			about or explain the topic • providing a concluding statement or section that follows from the information or explanation presented	

Fourth Grade Literacy Planning Map	*Suggested Instructional Timeline: Quarter 3
Unit 3	2/6/2017 – 3/10/2017 (5 weeks)
Unit 4	3/13/2017 – 4/6/2017 (4 weeks)

Fourth Grade Literacy Quarter 3 – Unit 3

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 1** **2-6-17 to 2-10-17** **Skill Coverage-1,2,3** **Week 2** **2-13-17 to 2-17-17** **Skill Coverage-4,5**	• Text references • Explicit information • Inference • Prediction • Generalizations • Background knowledge • Literary elements (e.g., character, setting, events) • Details and examples Author's decisions	• Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use examples and details from the text to support their inferences. • Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about	With prompting and support… • Make, test and revise predictions as they read • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about literary elements and author's decisions in a text Refer to details and examples from the text	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to help answer questions students might have while reading** 3. **Use details/examples from the text when explaining what the text says** 4. **Make implied inferences about literary elements and author's decisions in a text** 5. **Refer to details and**

		what they read. • Good readers make meaning using the details and examples in a text.	when drawing inferences	<mark>**examples from text when drawing inferences**</mark>

NETWORK 12
moving students forward

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.5 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, dialogue, stage directions) when writing or speaking about a text. **Week 3 2-21-17 to 2-24-17 Skill Coverage-1,2,3,4,5,6**	• Literary text • How to explain • Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) • Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Structural elements of prose (e.g. sentence, paragraph, chapter) • Relationships between parts of text and whole text	• Authors' choices of text structures vary according to genre. • Good readers understand the structure of a text and use this information to make sense of what they read. • Good readers understand that the structure of a literary text varies by genre.	With prompting and support... • Identify genre • Identify text structures • Describe the text structure of prose • Describe the structural elements of poems • Describe the structural elements of drama • Make predictions about text based on text structures • Explain major differences between poems, drama, and prose referring to their structural elements	**Skill Coverage** 1. **Identify different genres** 2. **Identify elements of text structures** 3. **Describe the text structures of a prose** 4. **Describe and identify the structural elements of poems and dramas** 5. **Predict a text based on text structures** 6. **Explain and identify the differences between poems, drama, and prose based on their structural elements**

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations **Week 4** **2-27-17 to 3-3-17** **Skill Coverage- 1,2,3** **Week 5** **3-6-17 to 3-10-17** **Skill Coverage- 4,5,6**	• Literary text(s) • Compare • Contrast • Point of View (first-person, third-person) • Author's view point • Narrator/Narration • Speaker • Audience • Differences between first-person and third-person narrations • Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text	• An author's purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected. • Good readers recognize that there are some similarities and differences between first and third person point of view.	With prompting and support... • Identify the author's purpose for writing a text • Identify the point of view of a text • Describe how point of view affects a literary text • Differentiate between first-person and third-person narration • Identify the strengths and weaknesses of using first-person and third-person point of view. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	**Skill Coverage** 1. **Identify the author's purpose for writing a text** 2. **Identify the point of view of a text** 3. **Describe how a point of view affects a literary text** 4. **Understand the differences between first and third-person narration** 5. **Identify and describe the strengths/ weaknesses of using first and third-person point of view** 6. **Compare/contrast the point of view of different stories narrated including the difference between first and third-person narrations**

Fourth Grade Writing Quarter 3 – Unit 3				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and
	• Narrative writing
	• Topic
	• Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)
	• Characters
	• Characters responses to situations
	• Narrator
	• Dialogue
	• Elaboration
	• Awareness of audience
	• Description
	• Reaction/response (e.g., Why was the event important? How did the event make you feel?)
	• Organizational pattern(s) (e.g., chronological, reflective, flashback)
		• Good authors use model/example texts to guide them as they compose their own narrative pieces.
		
		• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.
		
		• Good authors use sensory images to describe feelings, events, and/or characters.
		
		• Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that
			With prompting and support…
			
			• Select/identify real or imagined experiences or event(s) to tell about
			• Select/identify details about an event(s) and people
			  • differentiating between relevant and irrelevant details
			  • addressing the needs of the audience
			  • selecting an organizational pattern appropriate for the topic and purpose
			• Select an appropriate writing form
			• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by
			  • orienting the reader by
				• Writing skills should be integrated with reading skills.
				
				• All writing activities should be modeled by the teacher.
				
				• Write a clear, simple focus including details that elaborate but stay on topic.
				
				• Write a story with a "beginning", "middle and "end".
				
				• Write using temporal or time-cue words, such as now and later, to show sequence of events.
				
				• Write narratives with an introduction and a conclusion (closing).

phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	• Relevant, concrete details/examples • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) • Transitional words and phrases • Sequence of events • Closure/ending/ Conclusion • Forms (e.g., short stories, journals, poems, personal essays)	engages the reader.	establishing a situation and introducing a narrator and/or characters; • organizing an event • sequence that unfolds naturally • using dialogue and description to develop experiences and events or show the response of characters to situations • using a variety of transitional words and phrases to manage the sequence of events • using concrete words and phrases and sensory details to convey experiences and events precisely • providing a conclusion that follows from the narrated experience or events	

Fourth Grade Literacy Quarter 3- Unit 4				
Common Core Standards	**Unpacking:** What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 6 3-13-17 to 3-17-17 Skill Coverage- 1,2,3** **Week 7 3-20-17 to 3-24-17 Skill Coverage-4,5**	• Inference • Prediction • Details and examples • Generalizations • Background knowledge • Explicitly stated information from the text • Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)	• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers use examples and details from the text to support their inferences. • Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.	With prompting and support… • Make, test and revise predictions as they read • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about author's decisions and the content of a text • Refer to details and examples from the text when drawing inferences	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to help answer questions students might have while reading** 3. **Use details/ examples from the text when explaining what the text says** 4. **Make implied inferences about an author's decisions in a text** 5. **Refer to details and examples from text when drawing inferences**

		• Good readers make meaning using the details and examples in a text.		

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.5 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. **Week 8** **3-27-17 to 3-31-17** **Skill Coverage-1,2,3**	• Informational text (both literary nonfiction and expository/technical texts) • How to describe • Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)	• Authors of informational text use various structures to share information. • Good readers use text features to locate relevant information.	With prompting and support... • Describe the overall structure of events in an informational text or part of a text • Describe the overall structure of ideas in an informational text or part of a text • Describe the overall structure of concepts in an informational text or part of a text • Describe the overall structure of information in an informational text or part of a text • Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text	**Skill Coverage** 1. **Describe the overall structure of events, ideas and concepts of an informational text or part of a text** 2. **Describe the overall structure of information in an informational text or part of a text** 3. **Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text**

	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Week 9** **4-3-17 to 4-6-17** **Skill Coverage-1,2,3,4**	• Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) • How to integrate information in a purposeful way	• Authors of informational text provide information and key details on topics in different ways. • Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.	With prompting and support... • Establish a purpose for gathering information • Identify the most important points from two texts for a given purpose • Identify the key/supporting details from two texts for a given purpose • Use a method for managing and organizing selected information • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	**Skill Coverage** 1. **Establish a purpose for gathering information** 2. **Identify the most important points and key details from two texts for a given purpose** 3. **Establish a method for managing and organizing information** 4. **Integrate information from two texts on the same topic in order to write/speak about the subject knowledgeably**

Fourth Grade Writing Quarter 3 – Unit 4				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section	• Persuasion and argument • Difference between relevant and irrelevant reasons/facts/ • support/examples • Opinion/position • Reason(s) (e.g., claims, support) • Evidence (e.g., examples, statistics, data) • Logical argument • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background) • Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument)	• Good persuasive writers address the needs of the audience and build a reasoned and logical case to support a clear position. • Good authors use model/examples texts to guide them as they compose their own persuasive pieces.	With prompting and support… • Identify an issue in a topic or text • Distinguish the pros and cons • Select an opinion/ position • Develop opinion/ position/claim(s) • Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides • acknowledging the opposing point of view • differentiating between relevant and irrelevant reasons/evidence • including an appropriate variety of reasons/evidence • addressing the needs of the audience, • prioritizing the	• Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. **The following writing standards should be integrated within writing standard W.4.1** **W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.** **W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed**

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related to the opinion presented.	- Awareness of audience - Organizational patterns - Strategies for dealing with opposing point of view - How to avoid unsupported reasons - Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition) - How to use linking/transition words (e.g., on the other hand) to show relationship - Format choices (e.g., letters [business and friendly], simple editorial, advertisements) - Effective conclusion (e.g., one that begins to move beyond summary, call to action, *next step*)		reasons/evidence - Select an appropriate writing format - Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: - introducing a topic or text - stating an opinion - creating an organizational structure in which related ideas are grouped to support the writer's purpose - providing reasons that are supported by facts and details - acknowledging alternate or opposing claim(s) - providing a concluding statement or section related to the opinion/position presented - linking opinion/position and reasons using words and phrases - using linking/transition words that show relationships	<mark>by planning, revising and editing.</mark>

Fourth Grade Literacy Planning Map	*Suggested Instructional Timeline: Quarter 4
Unit 5	4/17/2017 – 5/19/2017 (5 weeks)
Unit 6	5/22/2017 – 6/20/2017 (5 weeks)

Fourth Grade Literacy Quarter 4- Unit 5

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 1 4-17-17 to 4-21-17 Skill Coverage-1** **Week 2 4-24-17 to 4-28-17 Skill Coverage-2**	• Inference • Prediction • Details and examples • Generalizations • Background knowledge • Explicitly stated information from the text • Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)	• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers use examples and details from the text to support their inferences. • Good readers use textual evidence connections to their own lives and their background	With prompting and support… • Make, test and revise predictions as they read • Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about author's decisions and the content of a text	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to help answer questions students might have while reading** 3. **Use details/ examples from the text when explaining what the text says** 4. **Make implied inferences about an author's decisions in a**

Week 3 **5-1-17 to 5-5-17** **Skill Coverage-3** **Week 4** **5-8-17 to 5-12-17** **Skill Coverage-4** **Week 5** **5-15-17 to 5-19-17** **Skill Coverage-5**		knowledge to make inferences and draw conclusions about what they read. • Good readers make meaning using the details and examples in a text.	• Refer to details and examples from the text when drawing inferences	**text** 5. **Refer to details and examples from text when drawing inferences**

Fourth Grade Writing Quarter 4				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	• Topic • Locate information from digital sources • Determine relevant and irrelevant information • Produce and organize a report on a single topic • Read a number of books on a single topic	• Good readers and writers write to make meaning of what they read. • Good readers and writers understand information can be gathered from multiple sources to gather information to build knowledge. • Good readers and writers use informative/explanatory writing to communicate information related to real-world tasks.	With prompting and support… • Use technology to research a topic • Develop a research question that helps brings focus to a topic • Choose/assign a topic to investigate • Interpret information and findings to draw conclusions • Conduct research for assigned projects or self-selected projects from a variety of sources through the use of technological and informal tools (e.g. print and non-print texts, artifacts, people, libraries, databases, computer networks)	• Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher.

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
W.4.8 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.	• Recall information from experiences or gather information from provided sources • Recall information from experiences or gather information from provided sources to answer a question • Locate information from digital sources • Produce and organize a report on a single topic • Take notes and organize the information into categories and list the sources used • Determine relevant and irrelevant information	• Good readers and writers gathered information from print and digital sources. • Good readers and writers take notes and categorize information and provide a list of sources.	With prompting and support… • Utilize print and digital sources to research • Develop a research question that helps bring focus to a topic • Choose/assign a topic to investigate • Gather information from multiple sources to interpret and draw conclusions.	• Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher.

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "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"). b. Apply grade 4 Reading standards to informational texts (e.g.,"Explain how an author uses reasons and evidence to support particular points in a text").	• Literary texts • Key ideas • Important/supporting key details • Story Elements o Plot (e.g. events, climax/turning point, resolution) o Conflict (man vs. man, man vs. self, man vs. nature, etc) o Characters and character roles (hero/villain,major,minore, protagonist/antagonist) • Character traits, actions, feelings, words	• Good readers and writers use specific details in a story or drama to describe characters, settings, or events. • Good readers use specific details from a literary text to support their thinking about characters, settings or events. • Good readers and writers understand what is heard, viewed, or presented through various media formats to help make meaning of the text.	With prompting and support… • Refer to the text when drawing conclusions as well as when answering directly stated questions • Determine a theme and expand this work to other genres • Refer to the text to describe various story elements	• Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher.

Fourth Grade Literacy Quarter 4- Unit 6

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **Week 6 5-22-17 to 5-26-17 Skill Coverage-1,2,3** **Week 7 5-30-17 to 6-2-17 Skill Coverage-4,5**	• Inference • Prediction • Details and examples • Generalizations • Background knowledge • Explicitly stated information from the text • Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)	• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers use examples and details from the text to support their inferences. • Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. • Good readers make meaning using the details and examples in a text.	With prompting and support… • Make, test and revise predictions as they read • Use the combination of explicitly stated information , background knowledge, and connections to the text to answer questions they have as they read • Refer to details and examples from the text when explaining what the text says • Make implied inferences about author's decisions and the content of a text • Refer to details and examples from the text when drawing inferences	**Skill Coverage** 1. **Make, test, revise, and predict while reading a text** 2. **Use explicitly stated information, background knowledge, and connections to answer questions students might have while reading** 3. **Use details/ examples from the text when explaining what the text says** 4. **Make implied inferences about an author's decisions in a text** 5. **Refer to details and examples from text**

				<mark>**when drawing inferences**</mark>

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.5 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. **Week 8 6-5-17 to 6-9-17 Skill Coverage-1,2,3**	• Informational text (both literary nonfiction and expository/technical texts) • How to describe • Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)	• Authors of informational text use various structures to share information. • Good readers use text features to locate relevant information.	With prompting and support... • Describe the overall structure of events in an informational text or part of a text • Describe the overall structure of ideas in an informational text or part of a text • Describe the overall structure of concepts in an informational text or part of a text • Describe the overall structure of information in an informational text or part of a text • Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text	**Skill Coverage** 1. **Describe the overall structure of events, ideas and concepts in an informational text or part of a text** 2. **Describe the overall structure of information in an informational text or part of a text** 3. **Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text**

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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Weeks 9 & 10** **6-12-17 to 6-20-17** **Skill Coverage-1,2,3,4**	• Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) • How to integrate information in a purposeful way	• Authors of informational text provide information and key details on topics in different ways. • Good readers make meaning of informational texts by integrating important information presented in two texts in order to present it for a specific purpose.	With prompting and support... • Establish a purpose for gathering information • Identify the most important points from two texts for a given purpose • Identify the key/supporting details from two texts for a given purpose • Use a method for managing and organizing selected information • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	**Skills Coverage** 1. **Establish a purpose for gathering information** 2. **Identify the most important points and key details from two texts for a given purpose** 3. **Establish a method for managing and organizing information** 4. **Integrate information from two texts on the same topic in order to write/speak about the subject knowledgeably**

Fourth Grade Writing Quarter 4- Unit 6				
	KNOW (Factual)	**UNDERSTAND (Conceptual)**	**DO (Procedural, Application and Extended Thinking)**	**Mastery of these skills are evident when students can do the following:**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d. Provide a concluding statement or section related to
	• Persuasion and argument
	• Difference between relevant and irrelevant reasons/facts/
	• support/examples
	• Opinion/position
	• Reason(s) (e.g., claims, support)
	• Evidence (e.g., examples, statistics, data)
	• Logical argument
	• Primary sources
	• Secondary sources (e.g., UDLib/Search)
	• Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background)
	• Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument)
	• Awareness of audience
		• Good persuasive writers address the needs of the audience and build a reasoned and logical case to support a clear position.
		
		• Good authors use model/examples texts to guide them as they compose their own persuasive pieces.
			With prompting and support…
			
			• Identify an issue in a topic or text
			• Distinguish the pros and cons
			• Select an opinion/ position
			• Develop opinion/ position/claim(s)
			• Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides
			   • acknowledging the opposing point of view
			   • differentiating between relevant and irrelevant reasons/evidence
			   • including an appropriate variety of reasons/evidence
			   • addressing the needs of the audience,
			   • prioritizing the
				• Writing skills should be integrated with reading skills.
				
				• All writing activities should be modeled by the teacher.
				
				==**The following writing standards should be integrated within writing standard W.4.1**==
				
				==**W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.**==
				
				==**W.4.5 With guidance and support from peers and adults, develop and strengthen writing as**==

the opinion presented.	• Organizational patterns
	• Strategies for dealing with opposing point of view
	• How to avoid unsupported reasons
	• Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition)
	• How to use linking/transition words (e.g., on the other hand) to show relationship
	• Format choices (e.g., letters [business and friendly], simple editorial, advertisements)
	• Effective conclusion (e.g., one that begins to move beyond summary, call to action, *next step*)
			reasons/evidence
			• Select an appropriate writing format
			• Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by:
			  • introducing a topic or text
			  • stating an opinion
			  • creating an organizational structure in which related ideas are grouped to support the writer's purpose
			  • providing reasons that are supported by facts and details
			  • acknowledging alternate or opposing claim(s)
			  • providing a concluding statement or section related to the opinion/position presented
			  • linking opinion/position and reasons using words
				needed by planning, revising and editing.

			and phrases • using linking/transition words that show relationships.	

CCSS Question Stems by Standard – Fourth – **Literature**		
RL 4. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL 4.3 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).
1. What was the author's purpose in writing this text? 2. What does the author mean when he/she says ____? 3. Which specific details in the text lead you to that conclusion? 4. What can you infer from what you have read so far? 5. Why do you think that___? Can you give specific examples from the text that support your thinking?	1. What is the main idea of this poem/drama/ story? 2. Which of the following best captures the theme of the text? 3. How do the character's actions help determine the theme? 4. How do the character's actions help support the theme? 5. How is the central message conveyed throughout the story? 6. Can you summarize what has happened so far? 7. Convey to your partner in one sentence what the story is about?	1. Describe a character in the story using specific details. 2. Describe the setting of the story using specific details. 3. Describe what happened in the story when … 4. What do you think _____ looks like (character or setting)? 5. What words does the author use to describe _____ (character or setting)? 6. What words let you know what the character was thinking? 7. Why do you think that happened that way in the story? 8. Describe the impact of the setting on the outcome of the story. 9. Did the environment affect the outcome of the story?

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RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL 4.5 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, dialogue, stage directions) when writing or speaking about a text.	RL 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
1. What does the word _____ mean in this sentence? 2. Can you read the words or sentences around the word to help you determine its meaning? 3. What does the phrase _____ mean? 4. What strategies can you use to help you find the meaning of the word? 5. In this sentence, the word _____ means _____. 6. Why do you think the author used this word (*mythology term*) to describe _____?	1. This selection can best be described as _____. 2. Can you show me a verse in this poem? 3. Who are the major characters in the play/drama? 4. Can you explain the difference between a poem and a selection of prose? 5. Find an example of how the author uses rhythm in the poem. 6. Where is this drama set? 7. Explain the differences between a poem and a drama. 8. Can you show me an example of a verse, rhythm, and/or meter in this poem?	1. Is the selection/story written in the first or third person? How do you know? 2. Who is telling the story in this selection? 3. How is the perspective of the narrator different in the stories we read? 4. Are there similarities in the perspective from which these stories are being told? 5. How does the narrator's point of view influence the actions in the story?

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CCSS Question Stems by Standard – Fourth – **Literature**		
RL 4.7 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.	RL 4.9 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.	RL 4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1. How are the story and the visual presentation (picture, drawing, video) the same? 2. How are the story and the oral presentation (speech, recording)) the same? 3. How does the drawing/visual show what the author is saying? 4. Does the presentation accurately reflect the story? 5. What part of the story or drama is represented by the presentation?	1. What is this story about? 2. What is the theme of this text? 3. How is this theme similar to other stories we have read? 4. Can you see any patterns in the events in this story and other stories we have read? 5. How do the events of this text differ from other stories we have read? 6. How is a myth different from a story? 7. How is this version of the story different from the version from (country or culture)?	1. What have you read independently lately? 2. What was the reading range of this book? 3. What genres have you read? 4. What genre did you enjoy the most? 5. Have you read multiple books by the same author? 6. Who is your favorite author? 7. Do you think you are ready to move to the next level?

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RL 4.8
Not Applicable to CCSS Literature Standards

CCSS Question Stems by Standard –Fourth– **Informational**

RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI 4.3 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.
1. What is the message so far? 2. What does the author mean when he/she says _____? 3. Which details in the text led you to that conclusion? 4. Why do you think that____? Can you give specific examples from the text that support your thinking? 5. What was the purpose of this piece? 6. Give examples of other pieces that were written with the same purpose.	1. What is the message so far? 2. What is this passage about? 3. Why do you think that? Can you give some details from the text that supports your thinking? 4. Can you give me a sentence that tells what this text was about? 5. Write a short summary about what you learned. 6. How would you summarize what you have read so far?	1. Can you explain what is happening in this text? 2. Why do you think this is happening? 3. What is the first step in this procedure? Can you explain what step comes next? 4. What is the main idea of this text? 5. What was the result of _____'s idea?

RI 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI 4.5 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.	RI 4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
1. What tools can you use to help you find the meaning of this word? 2. What does the word _____ mean in this sentence? 3. Can you read the sentences around the word to help you determine its meaning? 4. What does the phrase _____ mean? 5. Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word? 6. What strategies can you use to help you find the meaning of the word? 7. Can you use the computer to help you find the meaning of that word? 8. Where can you look in the book to help you figure out what that word means?	1. How is this organized? 2. Is the author comparing ideas? 3. What happened first? 4. What is the problem in this section of the book? 5. What are some of the causes of …? 6. What happened when…? 7. What was the result of …?	1. Who is providing the information? 2. Where they there at the time that this happened? 3. Compare the account these two people are giving. What are the differences in how they tell the events? 4. Why do you think the information is different? 5. Do you think that the people are looking at the event in the same way? Why might their focus be different? 6. Why do you think the authors describe the events or experiences differently?

CCSS Question Stems by Standard – Fourth – **Informational**		
RI 4.7 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.	RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
1. What does this chart mean? 2. Can you tell if this is increasing or decreasing? 3. When did this event happen on the time line? 4. How does the diagram help us understand what the topic is? 5. What does the animation mean? Can you explain what the animation is showing? 6. What helped you understand this chart? 7. Is there a legend that can help you figure out what this means?	1. Identify at least two points the author is trying to make in this text. 2. Did the author use any evidence to support his thinking? 3. Where on the page does the author use facts to support what he has written? 4. Why did the author write that? 5. Did the author give any reason for writing that? 6. Can you tell me why the author might have written about that? 7. Is there any proof in this text to support what the author says?	1. What did you learn from this piece of text about __topic_? 2. Were there details in this piece that you found in the other text? 3. How are you deciding what details are important enough that you need to include them when you are writing? 4. Did the author of this text write something, that the other author didn't write, that you need to include? 5. How are you keeping track of the information so that you can put it together when you are writing or talking? 6. Does that sound like you know what you are talking about?

RI 4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
1. Have you tried reading this book about…? 2. The school library has a book about… 3. After you read the chapter in the science book, you might want to read this trade book. 4. Another book about this topic is …		